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ABSTRACT

The document includes a teaching unit and a newsletter focusing on current trends in marriage, divorce, and cohabitation in the United States. The unit is designed for junior high school through college, requires one to two hours, and presents procedural suggestions and data sheets. Initial activities involve students in individually completing a questionnaire about their attitudes and knowledge about marriage, divorce, and cohabitation. Then in small groups students summarize their responses and compare them to statistics provided on the data sheets. The data indicate percentage of young Americans who are married, living together but not married, public tolerance of cohabitation, and chances of divorce. The newsletter provides a discussion of the trends indicated by the data, using the same charts which appear on the data sheets in the teaching unit. These trends indicate that high percentages of young people aged 18-29 approve of cohabitation; most young Americans plan to marry and have children; the U.S. divorce rate is currently the highest in the world; and the divorce rate has increased since the late 1950s, possibly due to the women's movement and problems of postwar family living after the Vietnam War. (AV)

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SO 010 695

Marriage, Divorce, and Living Together

By Leon E. Clark

Grade Level

Junior High School through College

Time Needed

One to two hours, depending on materials used

Materials

Questionnaires for all students (Data Sheet 1)

Two *Group Response Forms* for each discussion group (Data Sheet 2)

Transparencies (or hand-outs) of Data Sheets 3, 4, 5, 6, 7, and 8

Goal

To encourage students to: clarify their attitudes toward marriage, divorce, living together and male-female roles; compare their attitudes to those of other students and a cross-section of the American public; analyze U.S. data on these topics; and develop skills in reading and interpreting demographic tables and charts.

Behavioral Objectives

Students might:

Clarify their attitudes toward marriage, divorce, living together, and male-female roles by completing the *Marriage, Divorce, and Living Together* questionnaire (Data Sheet 1).

Further clarify these attitudes and compare them to those of other students by participating in small group discussions and by completing the Group Response Form (Data Sheet 2).

Compare their attitudes with those of a cross-section of the American public by examining and discussing the results of the *CBS News/New York Times* Poll (Data Sheet 3).

Examine data on marriage, divorce and living together in the U.S. by discussing Data Sheets 4, 5, 6, 7, and 8.

Develop the following analytic skills by discussing Data Sheets 3 through 8: translating demographic tables and charts; interpreting demographic tables and charts; forming hypotheses to explain demographic phenomena; and making inferences from raw data.

Design original strategies for solving some of the problems of marriage, divorce and living together by writing a marriage contract, planning a marriage ceremony, and listing guidelines for divorce, child support, child custody, and living together.

Procedure

1. Ask each student to complete the *Marriage, Divorce, and Living Together* questionnaire (Data Sheet 1).
2. Ask students to form groups of 4 to 6 members to discuss their responses to the questionnaire and to complete the *Group Response Form* (Data Sheet 2). Remind students, however, that they are free to keep their responses private if they wish. Groups should contain both males and females.

Distribute two response forms to each group, one for male and one for female responses.

Special note: male and female group members should discuss their responses *together*, even though they record them separately. It is not absolutely necessary, of course, for male and females responses to be kept separately, but the national survey results in Data Sheet 3 are broken down by sex, making male-female comparisons possible.

3. Ask each group to report its findings to the entire class. This step can be eliminated if time is short. The advantage of group reports is that students can compare their own responses to those of the rest of the class.

4. Project or distribute copies of Data Sheet 3, the results of the *CBS News/New York Times* poll.

   Ask students to:

   discuss the results of the poll (i.e., translate the data);

   compare male and female responses;

   determine the effects of age and education on responses;

   compare the poll's results to their own responses. (Note: the numbered items on Data Sheet 3 correspond to questions on Data Sheet 1.)

5. Show or hand out Data Sheets 4 through 8. The following questions and comments may be useful in helping students analyze the data sheets.

DATA SHEET 4. *Young Americans: Percent Married*
This Data Sheet corresponds to question one on the *Marriage, Divorce, and Living Together* questionnaire.

"How does your desired age at marriage compare to current practices?"

"What differences do you see between men and women on this chart?"

"What changes do you notice for both men and women between 1960 and 1975?"

"Where are the biggest changes? Why do you think this has happened?"
(Prolonged education for both men and women and increased career orientations among women have discouraged early marriages. Poor economic conditions and increased social acceptability of living together have also had an impact.)

"Why do you think men generally marry women younger than themselves? Do you think this practice will ever change?"

DATA SHEET 5. *Public Tolerance of Unmarried Couples Living Together*
This Data Sheet corresponds to question 7 on the questionnaire.

"How do your attitudes compare to these?"

"What trends do you notice in this chart?"

"How would you explain them?"

"On the basis of this chart, what generalizations would you make about younger people vs. older people, men vs. women?"

DATA SHEET 6. *Unmarried Couples Living Together in the U.S.*
This Data Sheet corresponds to question 9 on the questionnaire.

"How close did you come in your estimates?"

"What do you find most striking or surprising in this chart?"

"Would you say 'living together' is a common phenomenon in the U.S.? Explain."

"Look at the lefthand part of the graph: what impression do you get?"

"Look at the entire graph: how does your impression change?"

"What lesson about statistics can we derive from this little exercise?"

DATA SHEET 7. *Chances of Divorce*
This Data Sheet corresponds to question 12 on the questionnaire.

"How accurate were your estimates?"

"How do you *feel* about the level of divorce in the U.S.?"

"Why do you think the divorce rate is as high as it is?" (It is the highest in the world.)

"Why do you think people who get married in their teens divorce at a higher rate than the rest of the population?" (Lower income, less education, less maturity, more marriages as a result of pregnancy.)

DATA SHEET 8. *Marriage, Divorce and Remarriage*

"What strikes you most about this chart? What do you find most interesting?"

"Where do the lines dip and rise? Why do you think this has happened?"

"What connection or historical relationship do you see among the three lines?"

"Do you think the fall or rise of one could cause the fall or rise of another?"

"What has happened to these relationships since 1970? Why?"

Note: this chart is drawn according to a logarithmic scale, causing a visual distortion of the data. Ask students to refer to the actual rates, on the left, to put the three phenomena in proper relationship.

SUPPLEMENTARY ACTIVITIES

1. **Designing Your Marriage Ceremony**
   Write a description of the perfect marriage ceremony from your point of view. Some issues to consider:

   Where would you like the ceremony held? At what time?
   Who would conduct the ceremony? Who would participate in it?
   What would be the sequence of events in the ceremony?
   What would be the purpose or significance of each event?
   If you plan to have readings, prayers, vows, music, dance, or poetry, what specific prayers, vows, etc., would you use?
   How long would you like the ceremony to last?

2. **Planning Your Marriage**
   Write an hour by hour plan for the day of your marriage. Here are some questions you might consider:

   What would your ideal marriage day consist of?
   How would it start? What would happen first? Next?
   Where would you have the marriage ceremony? Who would be invited? Who would be invited for each of the day's activities?

What would follow the ceremony? Then what?
How would the day end?
How much do you think all of this would cost? Who would pay for it?

3. **Designing a Marriage Contract**
Write a marriage contract covering the main issues on which you and your spouse should agree in order to have a successful marriage. Some possible issues:

Number of children desired, if any?
Birth control? If yes, what type?
Control of money?
Control of property, bank accounts, credit cards?
Household chores: who should do what, under what conditions?
Wife's last name? Children's last name?
Children's education? Children's religion?
Responsibilities towards parents, e.g., care of elderly parents?
Geographic area for settling down?

4. **Designing Divorce Laws**
Make a list of what you consider to be adequate grounds for divorce. Would no-fault divorce be included on your list?

Write a set of guidelines for determining who, under what conditions, should get the custody of children in the event of divorce. As an extension of these guidelines, indicate who should pay child support, and how the property should be divided.

5. **Designing a Living Together Contract**
Write a contract that you think would protect the rights of partners living together without being married. Some issues to consider:

What should happen to joint property in the event of separation?
If one partner works and the other takes care of the house, is the "non-working" partner eligible for alimony in the event of separation? (In a recent court case, actor Lee Marvin was sued for compensation by his ex-cohabitant. The California court ruled that the woman was entitled to substantial compensation.)
What should be done in the case of the birth of a child?

6. **Research Project**
Investigate state and local laws concerning the granting of marriage licenses and divorces.

What differences are there in the expenses entailed in these two procedures?
What difference is there in the waiting periods?
What community values might be reflected in these laws?
How have these laws changed in the last 100 years?
Should the laws be changed now? How? Why?

7. **School Survey**
Use the *Marriage, Divorce, and Living Together* questionnaire to conduct a school-wide survey of student attitudes. Publish the results in the school newspaper.

8. **Interview**
Interview a marriage counsellor about leading causes for divorce or marital stability. Ask the counsellor how changes in sex roles have affected marriages.

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SOURCES FOR DATA SHEETS

1. Original. Some questions are adapted from "Lifestyles," a *CBS News/New York Times* poll, October, 1977.
2. Original.
3. "Lifestyles," Op. cit.
4. U. S. Bureau of the Census, "Marital Status and Living Arrangements: March 1976." *Current Population Reports*, Population Characteristics, Series P-20, No. 306, January, 1977.
5. "Lifestyles," Op. cit.
6. Paul C. Glick and Arthur J. Norton, "Marrying, Divorcing, and Living Together in the U. S. Today," *Population Bulletin*, Vol. 32, No. 5, Table 17, p. 33, (Population Reference Bureau, Inc., Washington, D. C., 1977).
7. The projection for "all ages" is taken from Glick and Norton, p. 36. The projections for "14-17" and "18-19" are based on the historical relationship between divorces for "all ages" and divorces for teenage marriages from 1900 to 1970, derived from data in the 1970 Census of Population, Subject Reports, *Age at First Marriage*, PC (2)-4D, Table 4.
8. Glick and Norton, p. 5.

Marriage, Divorce, and Living Together

Questionnaire

Please answer the following questions as honestly as possible. This exercise is essentially for your own information. You will not have to share your answers with anyone else unless you so choose.

1. Do you plan to marry? Yes____ No____ If yes, at what age? ____

   What age would you like your spouse to be?

2. In choosing a spouse, which of the following characteristics would be most important to you? (Rank your top five choices by putting a 1 after your first choice, a 2 after your second, and so forth.)

looks____	sex appeal ____
health ____	potential for achievement ____
interests ____	education____
intelligence____	imagination____
personality____	ambitions____
sense of humor____	race and ethnic origin____
self-reliance____	religion____
temperament____	politics____
character____	attitudes towards male-female roles____
age____	

3. Examine the list of characteristics above once again, and put an "s" next to each item which you think you act on subconsciously -- that is, take for granted.

4. Which kind of marriage would be most satisfying to you? (Check one.)

   Where the husband provides for the family and the wife takes care of the house and children_____

   Where the husband and wife both have jobs, both do the housework, and both take care of the children_____

   Where the wife provides for the family and the husband takes care of the house and children_____

5. If both the husband and wife work -- and the wife is offered a promotion in a different part of the country -- should the couple move to the city where the wife has the job, or stay where they are?

   Move to wife's job site ____ Stay____ Depends on who has the better job ____

6. What impact do you think the women's movement has had on family life? Has it been a major cause of family breakdown, has it created a better family structure, or hasn't it made any difference?

   Breakdown____ Better_____ No difference_____

7. How do you feel about couples living together without being married?

   It is okay___ It is wrong___ It doesn't matter to me____

8. Do you think living together with a potential spouse increases or decreases the chances of a successful marriage? (Circle one number.)

DEFINITELY DECREASES				No Cop-Outs					DEFINITELY INCREASES
1	2	3	4		6	7	8	9	10

9. What percentage of American couples do you think are living together without being married? ____

10. Would you ever consider living together with someone? Yes__ No__

Would you want your parents to know? Yes____ No____

Would you tell your parents? Yes____ No____

How do you think your parents would react? (Circle one number.)

COMPLETE DISAGREEMENT									COMPLETE AGREEMENT
1	2	3	4	Keep Thinking	6	7	8	9	10

11. What differences do you see between being married and living together? (List at least 3 differences, if possible.)

1.

2.

3.

12. Approximately how many marriages in the U.S. do you think end in divorce?

Percent: 10___ 20___ 30___ 40___ 50___

13. Do you think divorce is more the result of outside pressures on the marriage or the result of couples not trying hard enough?

Outside pressures____ Not trying____ Both____

Data Sheet 2

Group Response Form

(Male, Female)

This form is designed to make it easy to collect, consolidate and record individual reponses to the "Marriage, Divorce, and Living Together" questionnaire. Simply complete each of the items below. The numbers correspond to the numbers on the questionnaire.

1. Number who plan to marry ____ Do not plan to marry ____

   Average age at marriage _____ Age of spouse _____

2. Five top choices: 1. _____

   2. _____ 3. _____

   4. _____ 5. _____

3. List top 3 subconscious characteristics: 1. _____

   2. _____ 3. _____

4. Husband provides ____ Both provide ____ Wife provides ____

5. Move to wife's job _____ Stay _____ Depends _____

6. Breakdown _____ Better _____ No difference _____

7. Okay _____ Wrong _____ Doesn't matter _____

8. Average on decreases-increases scale _____

9. Average percentage _____

10. Consider living together: Yes ____ No ____. Want parents to know: Yes ____ No ____. Tell parents: Yes ____ No ____.

11. Top three differences: 1. _____

    2. _____ 3. _____

12. Average percent _____

13. Outside pressures _____ Not trying _____

CBS News/New York Times Poll

October, 1977

The following items from the "Marriage, Divorce, and Living Together" questionnaire appeared in a CBS News/New York Times poll of 1603 adults, conducted by telephone in October, 1977. The results, shown as percentages*, are as follows:

			Ages			
			18-29	30-44	45-64	over 65
4.	Where husband provides	M	21	47	63	61
		F	31	39	45	56
	Where both provide	M	73	47	30	24
		F	62	54	42	33
	Where wife provides	(Not included in survey)				

			Education			
			Less than H.S.	H.S. Grad.	Some Coll.	Coll. Grad.
5.	Move to wife's job	M	7	13	17	19
		F	4	11	9	27
	Stay	M	63	59	46	35
		F	72	69	61	35
	Depends	M	13	15	23	27
		F	9	10	15	21

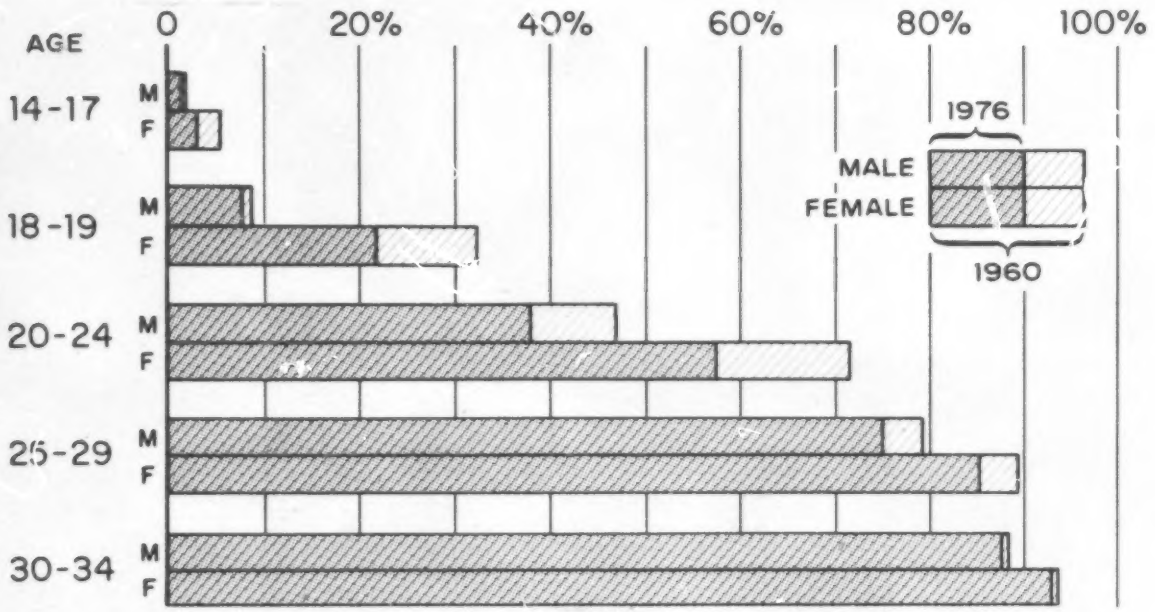
* Percentages may not always total 100 because of "no opinion" responses.

			Education		
		Less than H.S.	H.S. Grad.	Some Coll.	Coll. Grad.
6. Breakdown	M	42	38	39	29
	F	44	43	44	29
Better	M	6	15	19	19
	F	10	21	21	31
No difference	M	35	43	39	47
	F	26	29	31	31

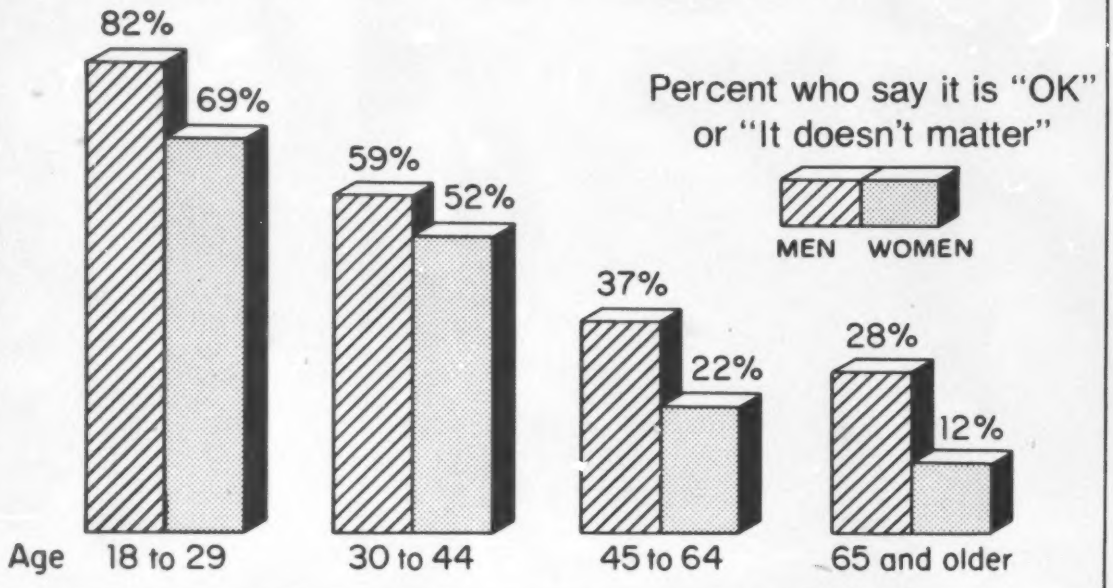
		Ages			
		18-29	30-44	45-64	over 65
7. Okay	M	53	26	14	10
	F	43	26	10	4
Wrong	M	16	39	57	65
	F	32	42	74	81
Doesn't matter	M	29	33	23	18
	F	24	27	12	8

		Education			
		Less than H.S.	H.S. Grad.	Some Coll.	Coll. Grad.
13. Outside pressure	M	16	25	33	33
	F	14	22	26	34
Not trying	M	72	68	62	54
	F	72	68	63	54
Both/neither/no opinion	M	12	7	5	13
	F	14	10	11	12

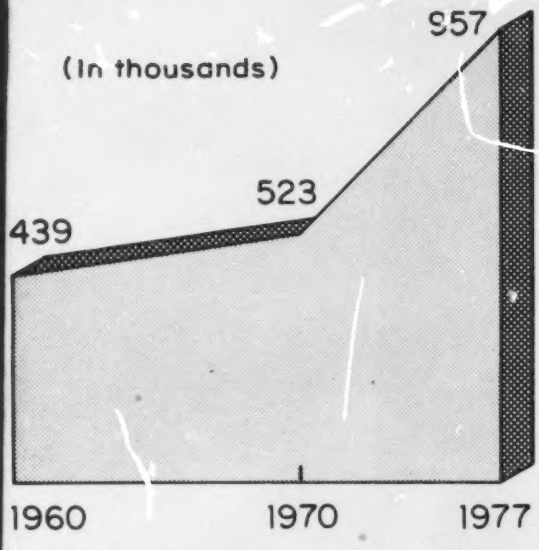
YOUNG AMERICANS: PERCENT MARRIED

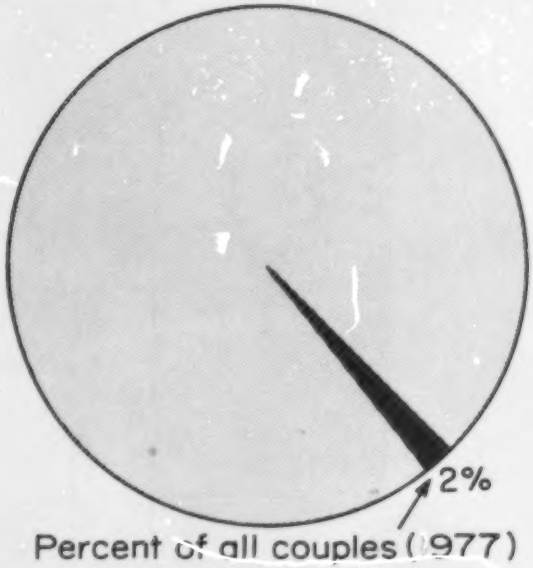


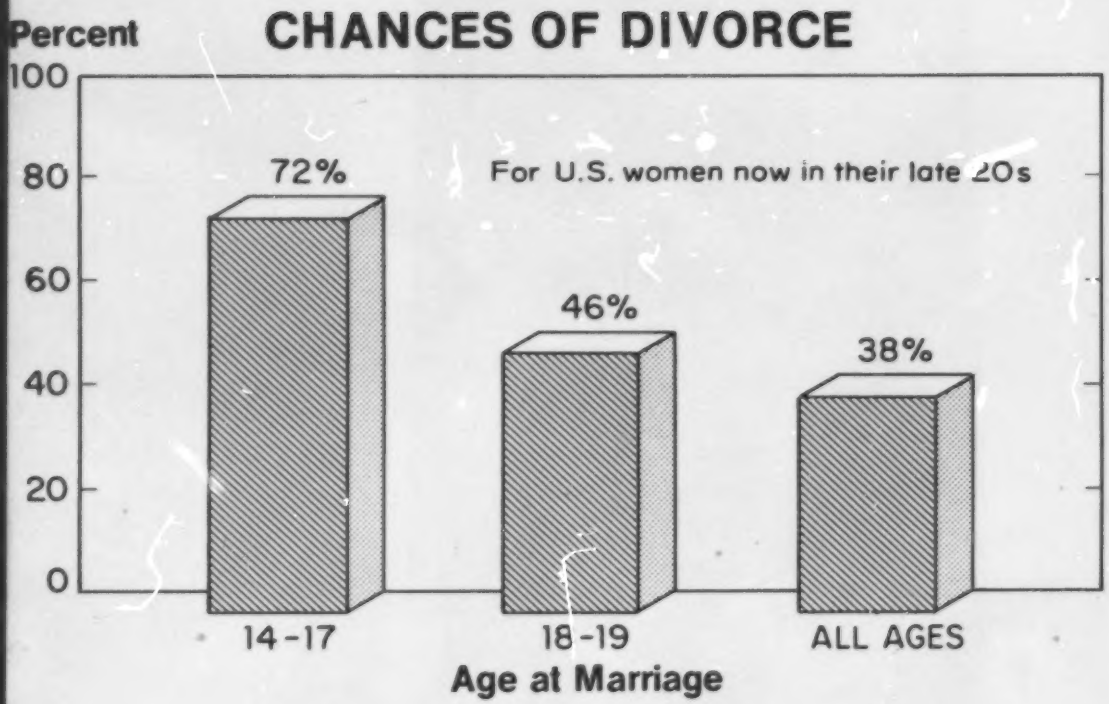
PUBLIC TOLERANCE OF UNMARRIED COUPLES LIVING TOGETHER



UNMARRIED COUPLES LIVING TOGETHER IN THE U.S.

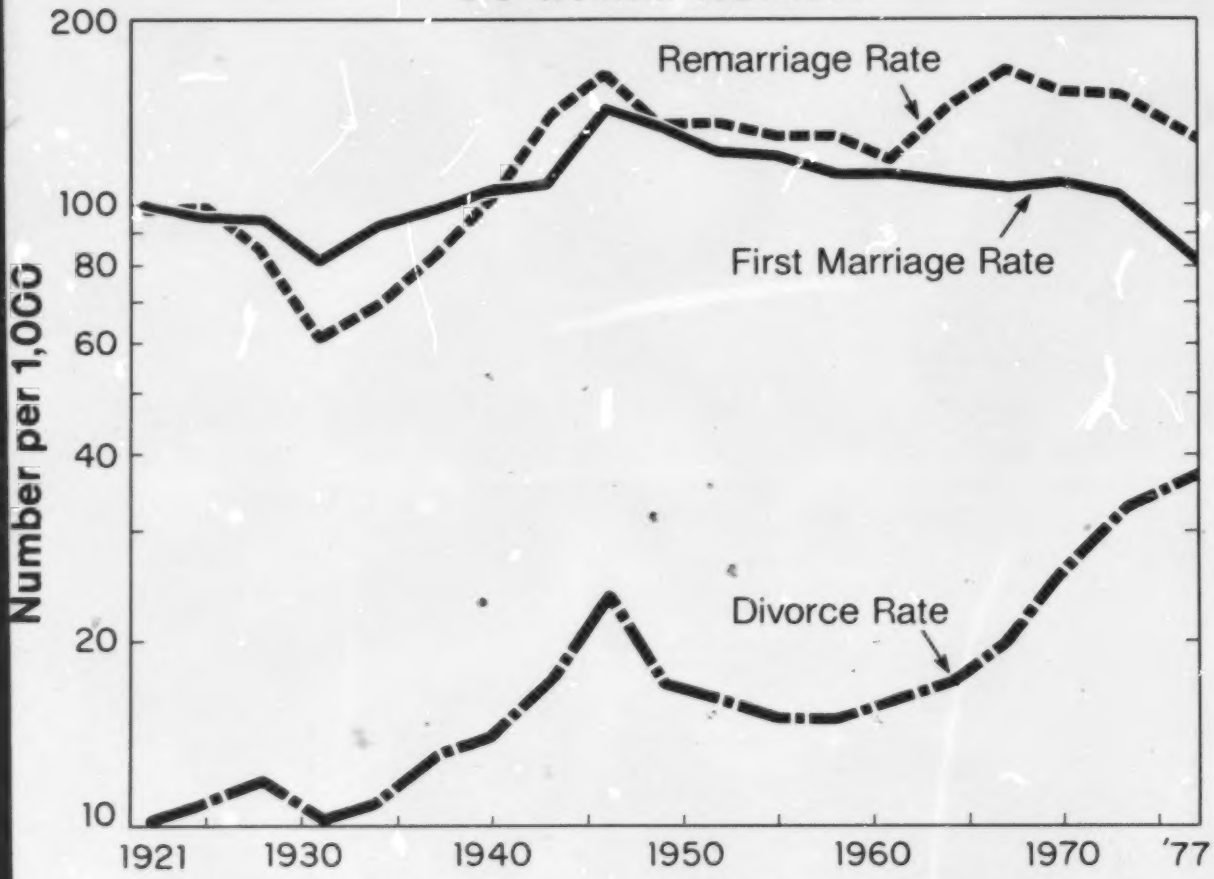





CHANCES OF DIVORCE
Percent
100
80
60
40
20
0
72%
46%
38%
For U.S. women now in their late 20s
14-17
18-19
ALL AGES
Age at Marriage

MARRIAGE, DIVORCE, AND REMARRIAGE

U.S. Women: 1921-1977



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Are American Values Changing?

Marriage, Divorce, and Living Together

Love and marriage go together like a horse and carriage, according to the lyrics of an old pop tune, but for many Americans today that sentiment is as old-fashioned as the horse and carriage itself.

In 1977 there were almost 2 million Americans, or 957,000 couples, living together without being married, an increase of 83 percent in the past 7 years, compared to only a 18 percent increase in the decade between 1960 and 1970.

Demographers Paul C. Glick and Arthur J. Norton of the Census Bureau, writing in the October, 1977 *PRB Bulletin*,[1] point out that "About 606,000 of these 'unmarried couples' were men with an unrelated woman living in, and the other, perhaps surprisingly large number, 351,000, were women with an unrelated man living in." Current survey methods do not include a category for joint residence of unmarried couples.

Not only has the number of unmarried couples increased in recent years, but the composition of these couples has changed as well. Glick and Norton point out that "more unmarried couples now consist of a young man sharing living quarters with a young woman, whereas in 1960 unmarried couples included more middle-aged and elderly women with a young man as a tenant."

As the chart below shows unmarried couples constitute only 2 percent of all "couple households"—hardly a revolution in domestic living and far below the 12 percent level in Sweden—but among couples where the man is under 25, almost four times as many couples, 7.4 percent, are unmarried.

ATTITUDES OF YOUTH

The acceptance of "living together" by young Americans was shown clearly in a *CBS News/New York Times* poll, conducted in October, 1977, in which 82 percent of the men and 69 percent of the women between the ages of 18 and 29 said "living together" was either "OK" or "it doesn't matter."

For those over 65, only 28 percent of the men and 12 percent of the women found "living together" acceptable. (See chart on p. 2.)

What do these attitudes of young Americans augur for the future of the family in the U.S.? What does the present trend of "living together" suggest about possible changes in traditional American values? Does "living together" lead to marriage or serve as a substitute for it?

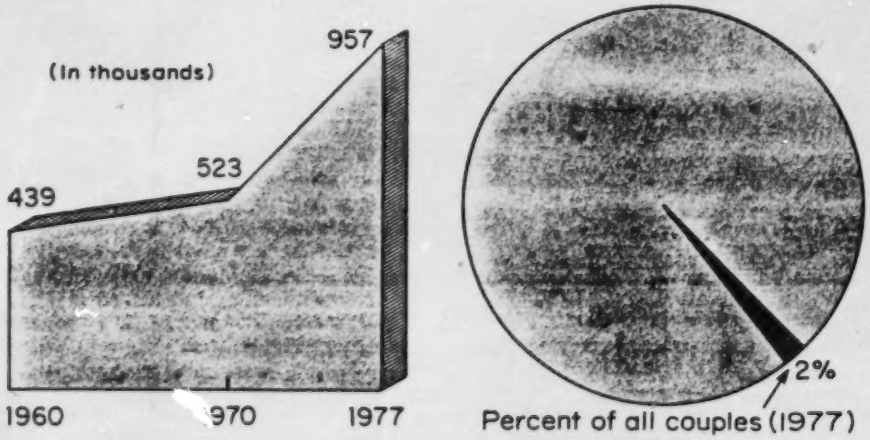
There are no ready answers to these questions. Indeed, there are very few studies of cohabitation, and most of these focus solely on college students.

But one recent study involving 2,510 men between the ages of 20 and 30, randomly selected from Selective Service records of 48 states, found that:

- 18 percent of the men had cohabited with a woman for six months or more, but the majority had done so with only one partner.
- 29 percent of the black respondents, compared to 16 percent of the white, had cohabited for six months or more.
- Only 5 percent of all respondents were cohabiting at the time of the interviews.
- A somewhat higher rate of cohabitation was found among those from the Northeast, from large cities, and those with less than a high school education.
- Those who never went to church were almost four times more likely to cohabit than those who went to church weekly.
- Cohabitation led to marriage in almost 40 percent of the cases.
- 21 percent of the divorced respondents were cohabitating at the time of the interviews, compared to only 8 percent of those never married.

"Thus," the authors write, "cohabitation may be a prelude to marriage for some persons. For others, especially those who have experienced an unsatis-

UNMARRIED COUPLES LIVING TOGETHER IN THE U.S.



Source: Population Reference Bureau

[1]Most of the data in this article are taken from the October *Bulletin*, entitled "Marrying, Divorcing, and Living Together in the U.S. Today." Copies of the *Bulletin* are available from PRB for $1 for single copies, 75¢ for 2 to 49 copies, and 50¢ for 50 copies or more.

factory marriage, cohabitation may be a temporary or permanent alternative to matrimony."

In general, however, the authors conclude: "The data indicate that in terms of serious heterosexual relationships most young men in the United States are conventional."

Other survey data would tend to support this conclusion. Most young Americans plan to marry and have children, two on the average. "Living together," however, seems to be more than a passing fad.

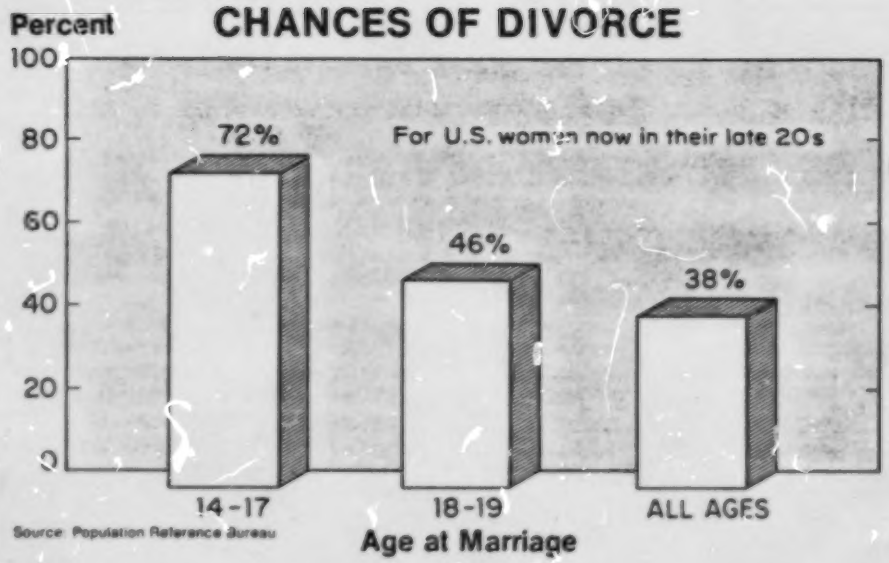
As theologian Martin Marty has said: "Of all the revolutions that began in the 1960s, this is the only one that took hold among young people. It is not a momentary phenomenon, but a symbolic shift in attitudes that has great social significance."

DIVORCE: U.S. LEADS WORLD

Of even greater social significance, however, is the divorce rate among Americans, the highest in the world. The U.S. divorce rate currently stands at 5 per 1,000 population. Other countries with high rates include Australia (4.3), the U.S.S.R. (3.4), Sweden (2.7), Denmark (2.5), Canada (2.2), Finland (2.1), and Egypt (2.0).

In 1976 there was one divorce for every two marriages in the U.S. (1,077,000 versus 2,133,000). This does not mean, however, that 50 percent of all Americans get divorced. The number of people eligible for divorce, the currently married, is significantly larger than the number eligible for marriage. Thus there is a skewing upward of the divorce-marriage ratio.

Glick and Norton have calculated that 38 percent of all first marriages of women now in their twenties will end in divorce, if current rates continue. If divorces after remarriage are added, then approximately 40 percent of all current and potential marriages will end in divorce.



Glick and Norton trace the divorce experience of Americans as follows:

- Of each 100 first marriages, 38 will end in divorce.
- Of the 38 divorcees, three-fourths, or 29, will remarry.
- Of the 29 who remarry, 44 percent, or 13, will become redivorced.
- Therefore, the original 100 women who entered first marriage will have 38 plus 13, or 51, divorces after their 100 plus 29, or 129, marriages.
- And, 51 divorces after 129 marriages means that 40 percent of all marriages at current rates will end in divorce.
- For women college graduates, the corresponding figure is 30 percent.

If college graduate women have a lower than average divorce rate, girls who marry in their teens have a much higher rate.

As the chart on p. 2 shows, two-thirds of all marriages of women between 14 and 17 will end in divorce at current rates; almost half of the marriages of 18 and 19 years olds will end in divorce, still above the 38 percent national average.

(These projections rest on the assumption that "all ages" divorce rates and teenage divorce rates will maintain the same relationship they held between 1900 and 1970.)

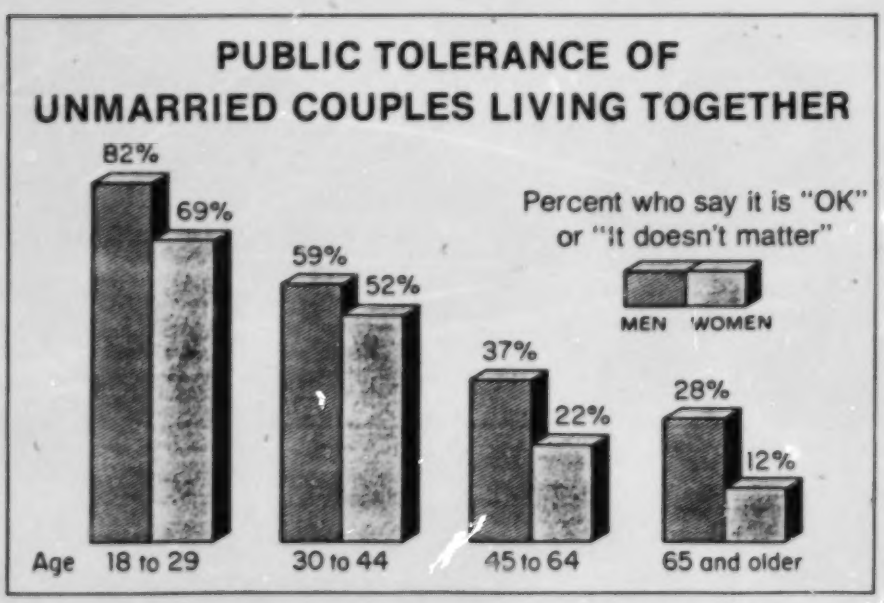
REASONS FOR DIVORCE

The U.S. divorce rate has climbed steadily since the late 1950s, doubling between 1965 and 1976. Glick and Norton speculate on the reasons:

"The 1960s and early 1970s saw a prolonged war in Vietnam, followed by an often difficult readjustment to a peacetime economy and postwar family living. The upsurge in divorce has also coincided with several other rapid social changes. Along with the improvement in the status of ethnic minorities came the reinvigoration of the women's movement and more liberal attitudes toward personal behavior among most religious denominations.

"Along with increasing use of effective birth control methods came more delay in marriage and more years of independent living. . . . And along with these changes came an increasing tolerance of divorce. . . . The declining birth rate meant that young married women were having few if any children to complicate a return to 'singlehood' if the decision was made to do so."

Increased divorce implies greater personal freedom, but it also implies a cost, personally and socially. In 1976 only 67 percent of all children under 18 were living with both of their natural, once-married parents. The percentage drops to only 45 percent for black children.



Source: CBS News/New York Times

The proportion of children under 18 living with their mother only has doubled since 1960, from 8 percent to 16 percent," Glick and Norton point out. Only one in 10 children of divorced parents live with their father.

If current rates continue, Glick and Norton estimate that almost half of all children (45 percent) born in 1975 will spend at least several months as members of a one-parent family.

DIVORCE MAY DECLINE

There is some evidence, however, that the divorce rate has reached a peak. It has levelled off in the past year, and some experts feel that it may even decline in the next two or three years.

Not only are fewer Americans, especially women, marrying in their teens (see chart on p. 3), but more couples are delaying the birth of their first child and having fewer children in general, all of which tend to improve the economic position of the family, a positive factor in marital stability.

It has also been suggested that "living together," along with delayed marriage, will lead to a more careful selection of a spouse and thus to a more enduring marriage.

Partially because of delayed marriage, the overall marriage rate in the U.S. has dropped in the past five years. And both delayed marriage and lower marriage rates can be traced to longer stays in school, increased participation in the labor force by females, economic recession, and perhaps also the increase in cohabitation.

Less easily explained is the recent decline in the remarriage rate. But despite declines in both marriage and remarriage rates, about 95 percent of all Americans can expect to marry at least once, and of those who get divorced about 80 percent will remarry.

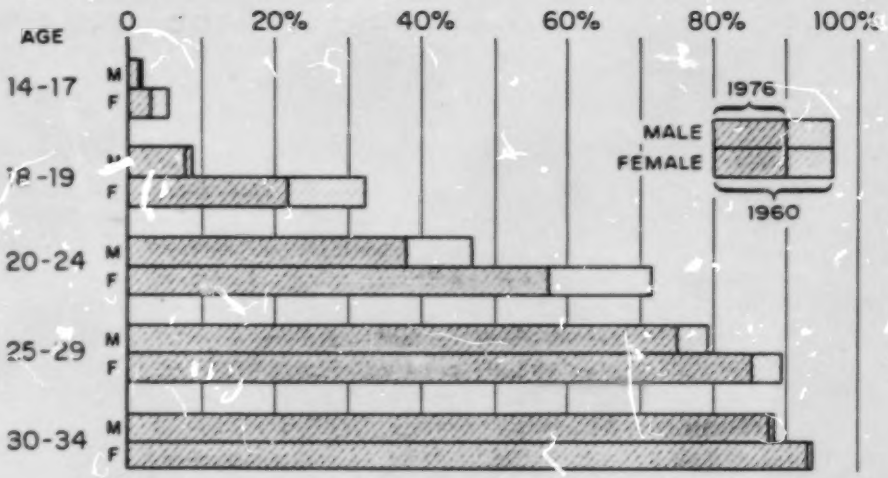
American values may be changing, but marriage is still central to the lifestyles of most people.

[2]Richard R. Clayton and Harwin L. Voss, "Shacking Up: Cohabitation in the 1970s," *Journal of Marriage and the Family*, Vol. 39, No. 2, May 1977.

How Long Do Marriages Last?

Wedding Anniversary (First Marriage)	Chances of Reaching the Anniversary
5th	5 of every 6
10th	4 of every 5
20th	3 of every 4
30th	2 of every 3
35th	1 of every 2
40th	2 of every 5
45th	1 of every 3
50th	1 of every 5
55th	1 of every 10
60th	1 of every 20
65th	1 of every 50
70th	1 of every 100

YOUNG AMERICANS: PERCENT MARRIED



Source: U.S. Bureau of the Census

Poppings

Rep. Scheuer Drafts Pop Ed Act; Pop Educators to Hold Meeting

A draft of a population education act is being prepared by Congressman James H. Scheuer (D-NY).

According to Special Assistant Cathy Parks, the draft has been circulated for comments by concerned individuals in the public and private sectors.

Reviewers are being asked to recommend any changes in wording and to suggest which government agency would be best suited to administer a population education program.

After comments have been received by Congressman Scheuer, the draft will undergo final editing prior to its being introduced in the Second Session at the end of January.

Pop Ed Society

The Society of Population Educators (SPE) will hold its second annual meeting in Washington, D.C. on the evening of April 13 and all day April 14. The meeting is open to all persons interested in population education.

For logistic information contact: Ms. Ruth Galaid, Population Education Advisor, Office of Population Affairs, U.S. Public Health Service, DHEW, Washington, D.C. 20201.

The evening program on the 13th will feature practical classroom activities and materials. Those who would like to contribute should contact either Elaine Murphy of ZPG or Leon Clark of PRB.

The morning program on the 14th will be devoted to legislation and proposed legislation affecting population education. Congressional staff members will be invited to speak and to participate in discussions.

The afternoon sessions will focus on research and new developments. Sloan Wayland of Teachers College, Columbia University, will organize this section of the meeting.

SPE is now entering its third year as the leading professional organization of population educators. Its membership, which numbers over 100, includes teachers on all levels, curriculum specialists, government employees, and representatives from private organizations.

SPE's main goal is to facilitate communication among population educators in an effort to further the cause of population education worldwide. It publishes a newsletter and holds ad hoc meetings in addition to its annual meeting.

All persons concerned with population education, either domestically or internationally, are invited to join. There is a $5 initiation fee but no dues.

(continued on p. 4)

Special educator memberships at PRB cost only $5 for school teachers and $10 a year for college teachers. Subscribers receive more than 25 PRB publications annually.

(continued from p. 3)

Lambert Joins PRB

Helen Lambert, former associate director of population education at Zero Population Growth, Inc., has joined the population staff of PRB.

A graduate of Duke University, with an M.A.T. in history from Yale, Lambert taught high school social studies for four years in Montgomery County, Maryland, before joining ZPG in 1975.

In addition, she has served as an educational consultant for Planned Parenthood World Population, the Population Institute, and the Maryland State Department of Education.

PRB on the Move

PRB's population education staff participated in a population education workshop at the annual meeting of the National Council for the Social Studies in Cincinnati in late November.

Presenters included Leon Clark and Andy Leighton of PRB, Marge Dahlin of Zero Population Growth, and Millie Bohn of the North Olmstead (Ohio) Public Schools. PRB's participation marked the beginning of its effort to publicize population materials and teaching methods through national teacher membership organizations.

PRB's next stop will be Washington, D.C. for the annual meeting of the American Academy for the Advancement of Science. On Feb. 16 Clark and Leighton will give a slide presentation of PRB materials, and from February 14-16 PRB will sponsor a booth to inform conference attendees of PRB membership and materials.

Course Outline Published

A second edition of the semester-long course "Population and Human Development" has been published by the Population Institute.

The 15-session course is designed to educate general college and upper high school students in population dynamics and related issues.

The curriculum draws on the disciplines of sociology, anthropology, psychology, biology, animal behavior and education. It includes lesson plans, activities, and a bibliography.

The course outline, priced at $2, was written by Elaine M. Murphy, director of population education at Zero Population Growth, Inc.

The Population Institute has also published Murphy's paper on fertility behavior in animal groups, early human societies, and developing nations. The paper, entitled "A Biosocial View of Population," is concerned with the relationship between fertility behavior and resources, social structure and group size. Cost for this paper is $1.00.

The publications are available from the Population Institute, 110 Maryland Avenue, N.E., Washington, D.C. 20002.

Pop Puzzle

The "Pop Puzzle," appearing here for the first time, will be a regular feature of *Interchange*.

The first person to solve the puzzle will receive a special "mystery" prize. The name of the winner, along with the correct answer will appear in the next issue of *Interchange*.

Puzzle: why is it that the longer you live, the longer you can expect to live? Or to put it another way, why is it that your life expectancy will never again be as low as it was at birth, and will in fact increase as you get older? (Disregard medical advances as a factor.)

Cartoon has been removed by ERIC due to copyright law.

Interchange is . . .

a publication of the Population Reference Bureau, Inc., written by Leon E. Clark, with the assistance of Andrew J. Leighton and Helen T. Lambert, and published quarterly during the academic year. It is distributed free on request to educators and centers of population education activity. The purpose of the newsletter is to further the goal of infusing population materials into U.S. schools by: (1) presenting information on population-related issues; (2) distributing classroom materials; and (3) reviewing developments in the field of population education. Interchange depends upon an exchange of information and ideas and thus openly solicits correspondence from its readers.

The Population Reference Bureau, Inc., 1337 Connecticut Ave., N.W., Washington, D.C. 20036, is a non-profit education organization established in 1929. The Bureau is a source of information on the facts and implications of national and world population trends. Through a special $5 membership, school teachers receive Interchange, teaching modules, Population Bulletins, the annual World Population Data Sheet, PRB Reports, and Intercom.

100 Percent Recycled Paper

Marriage, Divorce and Living Together

A Teaching Module

Sp 010 695

POPULATION REFERENCE BUREAU, INC.
1337 Connecticut Avenue, N.W.
Washington, D.C. 20036

Marriage, Divorce, and Living Together

By Leon E. Clark

Grade Level Junior High School through College

Time Needed One to two hours, depending on materials used

Materials Questionnaires for all students (Data Sheet 1)

Two *Group Response Forms* for each discussion group (Data Sheet 2)

Transparencies (or hand-outs) of Data Sheets 3, 4, 5, 6, 7, and 8

Goal To encourage students to: clarify their attitudes toward marriage, divorce, living together and male-female roles; compare their attitudes to those of other students and a cross-section of the American public; analyze U.S. data on these topics; and develop skills in reading and interpreting demographic tables and charts.

Behavioral Objectives Students might:
Clarify their attitudes toward marriage, divorce, living together, and male-female roles by completing the *Marriage, Divorce, and Living Together* questionnaire (Data Sheet 1).

Further clarify these attitudes and compare them to those of other students by participating in small group discussions and by completing the Group Response Form (Data Sheet 2).

Compare their attitudes with those of a cross-section of the American public by examining and discussing the results of the *CBS News/New York Times* Poll (Data Sheet 3).

Examine data on marriage, divorce and living together in the U.S. by discussing Data Sheets 4, 5, 6, 7, and 8.

Develop the following analytic skills by discussing Data Sheets 3 through 8: translating demographic tables and charts; interpreting demographic tables and charts; forming hypotheses to explain demographic phenomena; and making inferences from raw data.

Design original strategies for solving some of the problems of marriage, divorce and living together by writing a marriage contract, planning a marriage ceremony, and listing guidelines for divorce, child support, child custody, and living together.

Procedure

1. Ask each student to complete the *Marriage, Divorce, and Living Together* questionnaire (Data Sheet 1).
2. Ask students to form groups of 4 to 6 members to discuss their responses to the questionnaire and to complete the *Group Response Form* (Data Sheet 2). Remind students, however, that they are free to keep their responses private if they wish. Groups should contain both males and females.

Distribute two response forms to each group, one for male and one for female responses.

Special note: male and female group members should discuss their responses *together*, even though they record them separately. It is not absolutely necessary, of course, for male and females responses to be kept separately, but the national survey results in Data Sheet 3 are broken down by sex, making male-female comparisons possible.

3. Ask each group to report its findings to the entire class. This step can be eliminated if time is short. The advantage of group reports is that students can compare their own responses to those of the rest of the class.

4. Project or distribute copies of Data Sheet 3, the results of the *CBS News/New York Times* poll.

   Ask students to:

   discuss the results of the poll (i.e., translate the data),

   compare male and female responses;

   determine the effects of age and education on responses;

   compare the poll's results to their own responses. (Note: the numbered items on Data Sheet 3 correspond to questions on Data Sheet 1.)

5. Show or hand out Data Sheets 4 through 8. The following questions and comments may be useful in helping students analyze the data sheets.

DATA SHEET 4. *Young Americans: Percent Married*
This Data Sheet corresponds to question one on the *Marriage, Divorce, and Living Together* questionnaire.

"How does your desired age at marriage compare to current practices?"

"What differences do you see between men and women on this chart?"

"What changes do you notice for both men and women between 1960 and 1975?"

"Where are the biggest changes? Why do you think this has happened?"
(Prolonged education for both men and women and increased career orientations among women have discouraged early marriages. Poor economic conditions and increased social acceptability of living together have also had an impact.)

"Why do you think men generally marry women younger than themselves? Do you think this practice will ever change?"

DATA SHEET 5. *Public Tolerance of Unmarried Couples Living Together*
This Data Sheet corresponds to question 7 on the questionnaire.

"How do your attitudes compare to these?"

"What trends do you notice in this chart?"

"How would you explain them?"

"On the basis of this chart, what generalizations would you make about younger people vs. older people, men vs. women?"

DATA SHEET 6. *Unmarried Couples Living Together in the U.S.*
This Data Sheet corresponds to question 9 on the questionnaire.

"How close did you come in your estimates?"

"What do you find most striking or surprising in this chart?"

"Would you say 'living together' is a common phenomenon in the U.S.? Explain."

"Look at the lefthand part of the graph: what impression do you get?"

"Look at the entire graph: how does your impression change?"

"What lesson about statistics can we derive from this little exercise?"

DATA SHEET 7. *Chances of Divorce*
This Data Sheet corresponds to question 12 on the questionnaire.

"How accurate were your estimates?"

"How do you *feel* about the level of divorce in the U.S.?"

"Why do you think the divorce rate is as high as it is?" (It is the highest in the world.)

"Why do you think people who get married in their teens divorce at a higher rate than the rest of the population?" (Lower income, less education, less maturity, more marriages as a result of pregnancy.)

DATA SHEET 8. *Marriage, Divorce and Remarriage*

"What strikes you most about this chart? What do you find most interesting?"

"Where do the lines dip and rise? Why do you think this has happened?"

"What connection or historical relationship do you see among the three lines?"

"Do you think the fall or rise of one could cause the fall or rise of another?"

"What has happened to these relationships since 1970? Why?"

Note: this chart is drawn according to a logarithmic scale, causing a visual distortion of the data. Ask students to refer to the actual rates, on the left, to put the three phenomena in proper relationship.

SUPPLEMENTARY ACTIVITIES

1. **Designing Your Marriage Ceremony**
   Write a description of the perfect marriage ceremony from your point of view. Some issues to consider:

   Where would you like the ceremony held? At what time?
   Who would conduct the ceremony? Who would participate in it?
   What would be the sequence of events in the ceremony?
   What would be the purpose or significance of each event?
   If you plan to have readings, prayers, vows, music, dance, or poetry, what specific prayers, vows, etc., would you use?
   How long would you like the ceremony to last?

2. **Planning Your Marriage**
   Write an hour by hour plan for the day of your marriage. Here are some questions you might consider:

   What would your ideal marriage day consist of?
   How would it start? What would happen first? Next?
   Where would you have the marriage ceremony? Who would be invited? Who would be invited for each of the day's activities?

What would follow the ceremony? Then what?
How would the day end?
How much do you think all of this would cost? Who would pay for it?

3. **Designing a Marriage Contract**
Write a marriage contract covering the main issues on which you and your spouse should agree in order to have a successful marriage. Some possible issues:

Number of children desired, if any?
Birth control? If yes, what type?
Control of money?
Control of property, bank accounts, credit cards?
Household chores: who should do what, under what conditions?
Wife's last name? Children's last name?
Children's education? Children's religion?
Responsibilities towards parents, e.g., care of elderly parents?
Geographic area for settling down?

4. **Designing Divorce Laws**
Make a list of what you consider to be adequate grounds for divorce. Would no-fault divorce be included on your list?

Write a set of guidelines for determining who, under what conditions, should get the custody of children in the event of divorce. As an extension of these guidelines, indicate who should pay child support, and how the property should be divided.

5. **Designing a Living Together Contract**
Write a contract that you think would protect the rights of partners living together without being married. Some issues to consider:

What should happen to joint property in the event of separation?
If one partner works and the other takes care of the house, is the "non-working" partner eligible for alimony in the event of separation? (In a recent court case, actor Lee Marvin was sued for compensation by his ex-cohabitant. The California court ruled that the woman was entitled to substantial compensation.)
What should be done in the case of the birth of a child?

6. **Research Project**
Investigate state and local laws concerning the granting of marriage licenses and divorces.

What differences are there in the expenses entailed in these two procedures?
What difference is there in the waiting periods?
What community values might be reflected in these laws?
How have these laws changed in the last 100 years?
Should the laws be changed now? How? Why?

7. **School Survey**
Use the *Marriage, Divorce, and Living Together* questionnaire to conduct a school-wide survey of student attitudes. Publish the results in the school newspaper.

8. **Interview**
Interview a marriage counsellor about leading causes for divorce or marital stability. Ask the counsellor how changes in sex roles have affected marriages.

ACKNOWLEDGEMENTS

I am greatly indebted to my colleagues Andrew J. Leighton and Helen T. Lambert for contributing valuable ideas and feedback during the writing of this module, and to Thomas T. Kane for locating some of the data used. I would also like to thank the entire staff of the Population Reference Bureau for participating in a trial run of the module. Their suggestions have been very helpful.

SOURCES FOR DATA SHEETS

1. Original. Some questions are adapted from "Lifestyles," a *CBS News/New York Times* poll, October, 1977.
2. Original.
3. "Lifestyles," Op. cit.
4. U. S. Bureau of the Census, "Marital Status and Living Arrangements: March 1976." *Current Population Reports*, Population Characteristics, Series P-20, No. 306, January, 1977.
5. "Lifestyles," Op. cit.
6. Paul C. Glick and Arthur J. Norton, "Marrying, Divorcing, and Living Together in the U. S. Today," *Population Bulletin*, Vol. 32, No. 5, Table 17, p. 33, (Population Reference Bureau, Inc., Washington, D. C., 1977).
7. The projection for "all ages" is taken from Glick and Norton, p. 36. The projections for "14-17" and "18-19" are based on the historical relationship between divorces for "all ages" and divorces for teenage marriages from 1900 to 1970, derived from data in the 1970 Census of Population, Subject Reports, *Age at First Marriage*, PC (2)-4D, Table 4.
8. Glick and Norton, p. 5.

Marriage, Divorce, and Living Together

Questionnaire

Please answer the following questions as honestly as possible. This exercise is essentially for your own information. You will not have to share your answers with anyone else unless you so choose.

1. Do you plan to marry? Yes____ No____ If yes, at what age? ____

   What age would you like your spouse to be?

2. In choosing a spouse, which of the following characteristics would be most important to you? (Rank your top five choices by putting a 1 after your first choice, a 2 after your second, and so forth.)

looks____	sex appeal ____
health ____	potential for achievement ____
interests ____	education____
intelligence____	imagination____
personality____	ambitions____
sense of humor____	race and ethnic origin____
self-reliance____	religion____
temperament____	politics____
character____	attitudes towards male-female roles____
age____	

3. Examine the list of characteristics above once again, and put an "s" next to each item which you think you act on subconsciously -- that is, take for granted.

4. Which kind of marriage would be most satisfying to you? (Check one.)

   Where the husband provides for the family and the wife takes care of the house and children_____

   Where the husband and wife both have jobs, both do the housework, and both take care of the children_____

   Where the wife provides for the family and the husband takes care of the house and children_____

5. If both the husband and wife work -- and the wife is offered a promotion in a different part of the country -- should the couple move to the city where the wife has the job, or stay where they are?

   Move to wife's job site ____ Stay____ Depends on who has the better job ____

6. What impact do you think the women's movement has had on family life? Has it been a major cause of family breakdown, has it created a better family structure, or hasn't it made any difference?

   Breakdown____ Better_____ No difference_____

7. How do you feel about couples living together without being married?

   It is okay___ It is wrong___ It doesn't matter to me____

8. Do you think living together with a potential spouse increases or decreases the chances of a successful marriage? (Circle one number.)

DEFINITELY DECREASES				No Cop-Outs					DEFINITELY INCREASES
1	2	3	4		6	7	8	9	10

9. What percentage of American couples do you think are living together without being married? ____

10. Would you ever consider living together with someone? Yes__ No__

Would you want your parents to know? Yes____ No____

Would you tell your parents? Yes____ No ___

How do you think your parents would react? (Circle one number.)

COMPLETE DISAGREEMENT									COMPLETE AGREEMENT
1	2	3	4	Keep Thinking	6	7	8	9	10

11. What differences do you see between being married and living together? (List at least 3 differences, if possible.)

1.

2.

3.

12. Approximately how many marriages in the U.S. do you think end in divorce?

Percent: 10___ 20___ 30___ 40___ 50___

13. Do you think divorce is more the result of outside pressures on the marriage or the result of couples not trying hard enough?

Outside pressures____ Not trying____ Both____

Data Sheet 2

Group Response Form

(Male, Female)

This form is designed to make it easy to collect, consolidate and record individual reponses to the "Marriage, Divorce, and Living Together" questionnaire. Simply complete each of the items below. The numbers correspond to the numbers on the questionnaire.

1. Number who plan to marry ____ Do not plan to marry ____

   Average age at marriage _____ Age of spouse _____

2. Five top choices: 1. _____

   2. _____ 3. _____

   4. _____ 5. _____

3. List top 3 subconscious characteristics: 1. _____

   2. _____ 3. _____

4. Husband provides ____ Both provide ____ Wife provides ____

5. Move to wife's job _____ Stay _____ Depends _____

6. Breakdown _____ Better _____ No difference _____

7. Okay _____ Wrong _____ Doesn't matter _____

8. Average on decreases-increases scale _____

9. Average percentage _____

10. Consider living together: Yes ____ No ____. Want parents to know: Yes ____ No ____. Tell parents: Yes ____ No ____.

11. Top three differences: 1. _____

    2. _____ 3. _____

12. Average percent _____

13. Outside pressures _____ Not trying _____

CBS News/New York Times Poll

October, 1977

The following items from the "Marriage, Divorce, and Living Together" questionnaire appeared in a CBS News/New York Times poll of 1603 adults, conducted by telephone in October, 1977. The results, shown as percentages*, are as follows:

			Ages			
			18-29	30-44	45-64	over 65
4.	Where husband provides	M	21	47	63	61
		F	31	39	45	56
	Where both provide	M	73	47	30	24
		F	62	54	42	33
	Where wife provides	(Not included in survey)				

			Education			
			Less than H.S.	H.S. Grad.	Some Coll.	Coll. Grad.
5.	Move to wife's job	M	7	13	17	19
		F	4	11	9	27
	Stay	M	63	59	46	35
		F	72	69	61	35
	Depends	M	13	15	23	27
		F	9	10	15	21

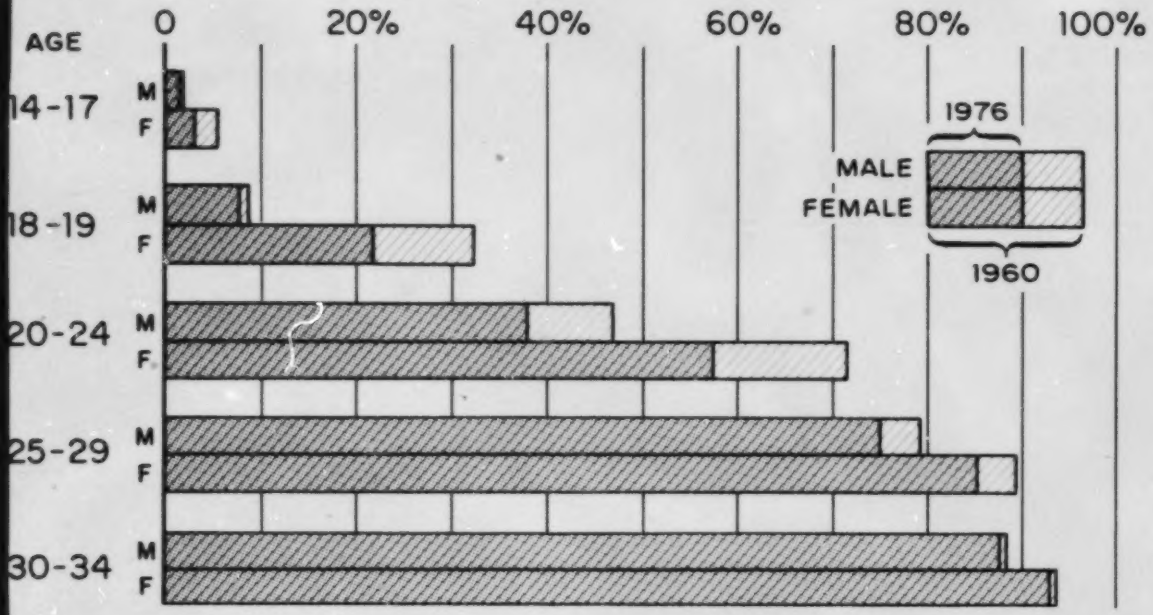
* Percentages may not always total 100 because of "no opinion" responses.

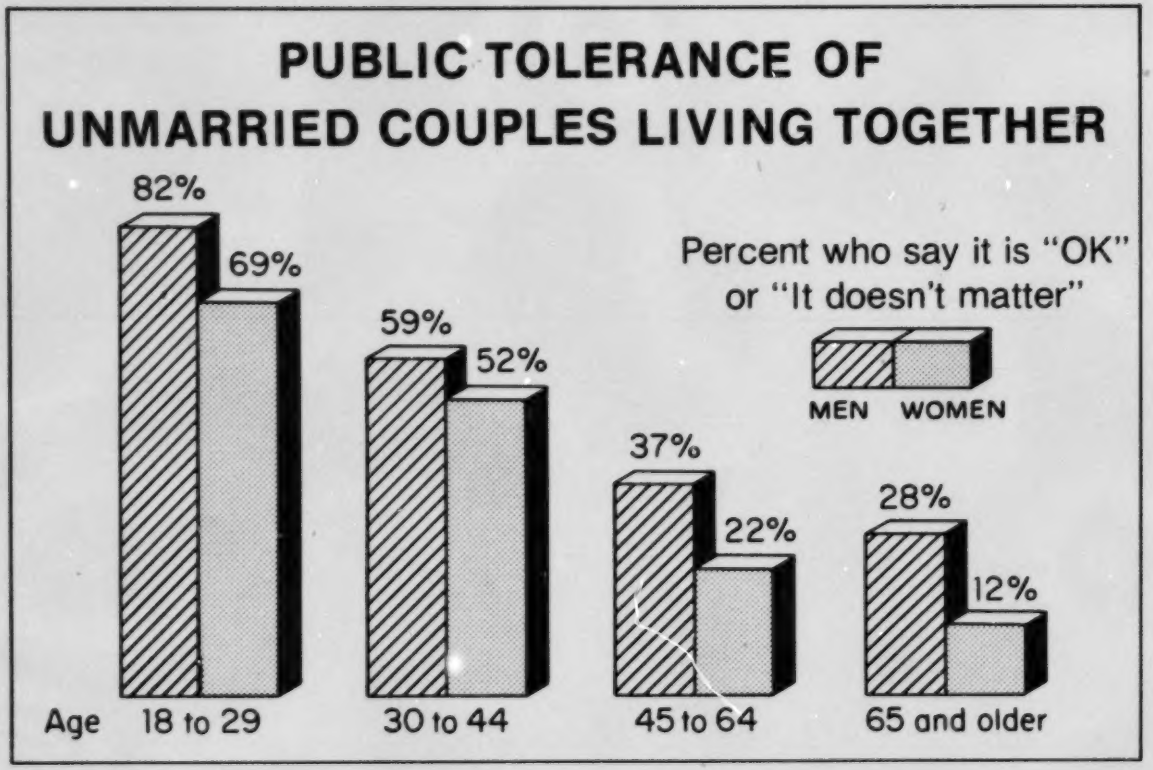
			Education			
			Less than H.S.	H.S. Grad.	Some Coll.	Coll. Grad.
6.	Breakdown	M	42	38	39	29
		F	44	43	44	29
	Better	M	6	15	19	19
		F	10	21	21	31
	No difference	M	35	43	39	47
		F	26	29	31	31

			Ages			
			18-29	30-44	45-64	over 65
7.	Okay	M	53	26	14	10
		F	43	26	10	4
	Wrong	M	16	39	57	65
		F	32	42	74	81
	Doesn't matter	M	29	33	23	18
		F	24	27	12	8

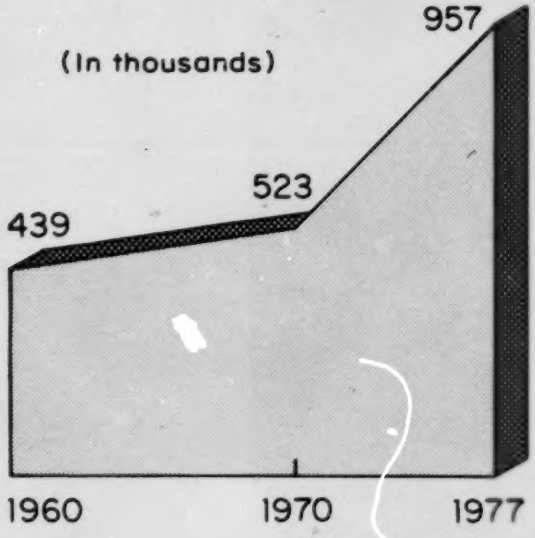
			Education			
			Less than H.S.	H.S. Grad.	Some Coll.	Coll. Grad.
13.	Outside pressure	M	16	25	33	33
		F	14	22	26	34
	Not trying	M	72	68	62	54
		F	72	68	63	54
	Both/neither/no opinion	M	12	7	5	13
		F	14	10	11	12

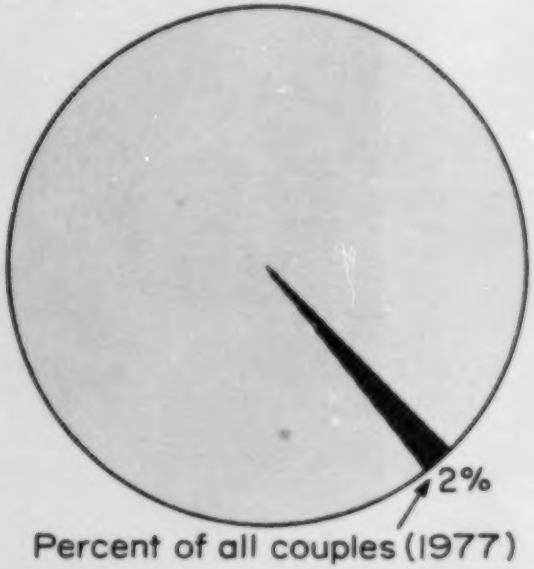
YOUNG AMERICANS: PERCENT MARRIED

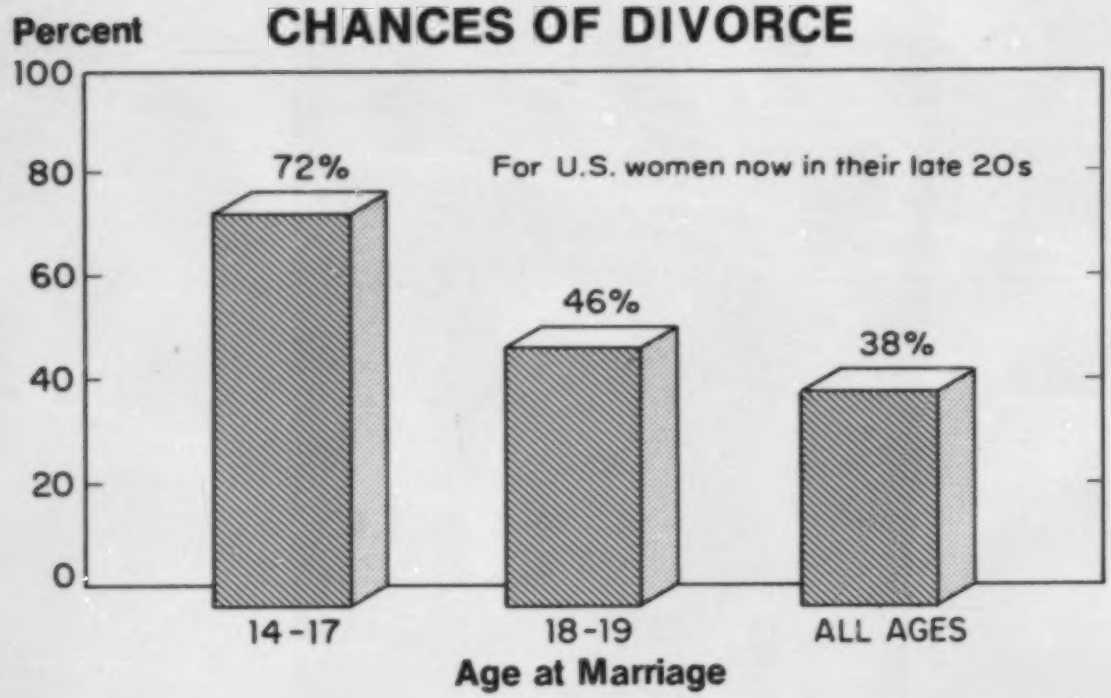



PUBLIC TOLERANCE OF
UNMARRIED COUPLES LIVING TOGETHER
Percent who say it is "OK"
or "It doesn't matter"
MEN
WOMEN
82%
69%
59%
52%
37%
22%
28%
12%
Age
18 to 29
30 to 44
45 to 64
65 and older

UNMARRIED COUPLES LIVING TOGETHER IN THE U.S.






Percent
CHANCES OF DIVORCE
100
80
60
40
20
0
72%
46%
38%
For U.S. women now in their late 20s
14-17
18-19
ALL AGES
Age at Marriage

MARRIAGE, DIVORCE, AND REMARRIAGE

U.S. Women: 1921-1977